

In the same school a class of boys and girls about twelve are reading *Marmion*. The teacher reads, stopping only when she feels a need of some explanation. A good feature of the work is that the story is put into its setting. Scott always makes his stories fit into some real locality, and the teacher takes advantage of this. A map is used, the towns mentioned are located, the distances are worked out, and the historical facts are explained. A boy who knows one of the towns tells the others what it is like. The story of *Marmion* is made to live again in the minds of these Scotch children almost as vividly as it lived in the mind of Scott.

If Shakespeare is being read, the students are usually reading in parts, and treating the text as a *play*, which is highly to be desired. Sometimes they sit in their seats and read in a stiff and uninteresting manner. Sometimes the teacher stops them too often and talks too much himself. Sometimes the discussion clogs the story. Much less often is there so little questioning and explanation that the play is left hazy in the students' minds.

The same is true of the story or the poem that is being studied. Usually, in these days, it is vocalized by either the teacher or the student. Sometimes it is read with gusto and enthusiasm; occasionally it is read in a deadly manner. Very rarely is there too little discussion.

What can be concluded from these observations? Only that the teaching of literature, more than any other subject in the school curriculum, is a matter of the personality of the teacher. Two teachers may pursue almost identical methods, and one will succeed and one will fail. The good teacher need not be a specialist, in any narrow way. He may be all the better for not being so. In the case of the first good lesson described above, the teacher is a well-known specialist in geography. But he knew English, he liked to teach it, and he had the unexplainable knack of creating

enthusiasm in the children he taught. He had the mysterious voice that cries, "Tolle, lege."

The teaching of literature will be good in the schools in the proportion that these qualified teachers exist. They do exist, and in considerable numbers, in England, Scotland, and the United States. At least half of the teaching observed is distinctly good, even where in many cases it is not incapable of great improvement. No rules and no method will make the rest of the so-called literature teachers successful. They do not have the enthusiasm that is necessary for the successful teacher of literature. They can never point out the magic door to anybody, for they do not know where or how to find it for themselves. They are the blind leading the blind. They are tone-deaf teachers of music, or color-blind teachers of painting. They must be weeded out of the schools. When we have universally teachers as good as the best that now exist, the teaching of literature will become a very potent force in education.

MILTON M. SMITH

### EDUCATIONAL LINGO

PROBABLY every profession, especially in its formative period, develops a jargon, half technical, half stereotyped, before a standard terminology becomes accepted. Because departments and colleges of education were established more slowly than the training schools of the other professions, a recognized vocabulary has not as yet been developed by educators. There is little more than a jargon. To be sure, some of these technical terms seem to convey so accurately the ideas which they represent that they have gained currency even among the laity. An example of such a term is "I. Q." ("intelligence quotient").

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The National Education Association has accepted certain definitions of terms commonly used in curriculum making, such as "majors," "minors," "constants," "units of credit," and the like. It is to be hoped that before long a glossary of terms accepted by the teaching profession will be worked out. Such terms as "concomitants," "stimulus-response bonds," "mind-set," "project," "socialize," express ideas peculiar to teaching and should be defined so that they may be intelligible to the laity. In this list should be included also the usage of "skill" in the plural which is now popular among educators. Witness sentences like: "These categories involve masses of knowledge, habits, skills, attitudes and appreciations"; and "Education is guided growth; not only the mastery of habits and skills, but the building of helpful attitudes."

In addition to such terms as those quoted above, educators seem to have a penchant for overworking certain words that have no more significance for the teacher than for the layman. They have a special liking for adjectives superlative in meaning. They have taken for their own the adjectives, "outstanding," "splendid," "magnificent," "tremendous." One reads in a recent number of a well-known journal of education that "an outstanding contribution to modern education is the recognition of individual differences among children," . . . "One of the outstanding characteristics of youth is a strong feeling of independence," . . . "There are outstanding individual differences among pupils," . . . "The most outstanding educational progress has been made during the past year," . . . "Superintendent J. M. Beal's address was one of the outstanding contributions to the program." A high school principal writes in another periodical that "the pupils of the school have done an outstanding piece of work." The following examples are taken from teachers' journals: "The pupils showed splendid co-operation." . . . "It is hoped that there will be a

splendid response to the request of the state superintendent." . . . "There was a splendid showing made by the pupils in the annual state musical contest." . . . "It is due to the splendid co-operation of the teachers that this serious school problem has been worked out." . . . "In view of the magnificent service rendered by Principal H. G. Walker through his outstanding contribution to the Centerville schools the board of education passed resolutions of regret for his resignation."

The foregoing examples show not only that the profession has a distinct predilection for a certain type of adjectives but also that it has a strong liking for certain nouns. An educator never "adds somewhat to the literature of the profession." He always makes a "contribution." He does not meet with "perplexities," nor with "difficulties" but with "problems." The work of the profession does not have a "purpose," but always an "aim" or "objective." This "aim" or "objective" is not an "element" in the solution of "problems"; it is a "factor." One reads in a recently published book on "method" that "method is a factor in character building." There are "important factors in developing a school building." . . . "Since the discovery of food factors named vitamins there has been a progressive interest in these substances." "To these two factors must be added the further fact of a very large increase in attendance." . . . "These are subjective and relative factors." . . . "The enthusiasm of the faculty is one of the outstanding factors." Members of the teaching profession always have "reactions." A superintendent gets the "reactions of his teachers toward a change of program." We are told that the "reactions of the public toward a building policy are most important."

The profession also has special verbs for describing its way of doing things. Instead of working together or assisting or aiding one another, teachers "co-operate." "They co-operate on an educational policy." In-



stead of uniting on a new school program, they are "integrated along the line of a new school program." Sometimes the noun "integration" is used instead of the verb, as when we read of "the integration of mankind in ever more numerous relationships." School "programs" or "projects" are usually "rounded out." If they are made over, they are "revamped." "Problems" may be "solved" but more often they are "squared away." Teachers "properly evaluate the contributions to method." They do not merely estimate them. They are urged "to carefully evaluate" (the split infinitive also is part of the jargon) "the new pupil's previous record." The word "value" is likewise favored, both as noun and verb: "The ordinary observer is apt to value only the outstanding achievements of those who occupy the places of greatest importance." . . . "No contribution to American education could be made which would have greater immediate practical value than experimental proof by measurement . . . that the project method has produced larger returns than compulsory, mechanical drill."

The verb "function" also belongs to the teacher's patois: "These objectives function tremendously in motivating the child's impulses." The verb "motivate" is another favorite: "Our volitions are all motivated by convictions." . . . "Power motivates one's actions." . . . "Our dominant interests are motivated." The teacher, moreover, does not see, or imagine; he "visualizes:" "One visualizes humanity as a pilgrim." "Challenge" still retains the status it has had for some time. Speakers still proffer "a challenge to the youth of the land," and writers publish articles entitled, "A Challenge to the Present Day Teacher." Witness also: "Our lectures and discussions were little more than a whet and a challenge." . . . "America's challenge to her teachers." . . . "A new and challenging call to serve the children of this generation."

In addition to these adjectives, verbs, and nouns which belong to the jargon of the educator, there are numerous expressions and phrases which serve as a sort of trade mark, such as, "self-expression," "creative impulse," "educative process," "in terms of," "range of activities," "actuated by ideals," "in the last analysis," "dynamic power," "get this into the pupil's thinking," "worthwhileness," "we are at a point where." The following are examples of the use of these terms: "An opportunity for self-expression must be given to every child." . . . "The interest in self-expression as an element in whatever the pupils do will grow." . . . "The child finds a joy in the expression of these creative impulses." . . . "There is a problem in the study of enervating occupations to find what they may offer to utilize this creative impulse and give it both personal and social value." . . . "The school building is the most important physical agency in the educative process." . . . "A wide range of activities is necessary for developing broad training in leadership." . . . "Dynamic power of great leadership should always be actuated by the highest ideals." . . . "In the last analysis the creative work of the administrator will be measured by his devotion to the cause of public education." . . . "In the last analysis the most genuine satisfaction that comes to the administrator, etc." . . . "To realize one's highest possibilities makes one feel the worthwhileness of the part that he is playing in the whole scheme." . . . "He must be able to make each of them feel the worthwhileness of the contribution he makes." . . . "Tremendously worthwhile things." . . . "To evaluate a contribution in terms of, etc."

A number of elliptical expressions have developed in the educational lingo which are convenient and are generally accepted but which somewhat disconcert the layman. Reference is made to expressions like "pupil activities," "teacher contacts," "pa-



tron reactions," "teacher training institutions." One would expect these expressions to be hyphenated, like compounds, but they rarely are. The "teacher training institution" deserves especial attention, for its designation is characteristic. One never hears of "lawyer" or "doctor" training institutions. In this connection may be mentioned also the annoying tendency of educators to use "vision" as a verb. Witness: "To make up one's mind concerning this great problem . . . one must vision the teaching profession of this country as a whole," or "One must also vision the 20,000,000 children of America."

From time to time a term which has belonged to the jargon becomes *passé*. The term "vitalize" that flourished a few years ago is now seldom heard. So also, "trends in education," "inductive method," "formal steps." "Service" has become so Babbitized that it is disappearing from the educational lingo, though teachers still receive "calls to service." It is to the credit of the profession that the realtor's use of "sell," as in "sell your school to the community," "sell your personality to the school board," is now meeting with disfavor. The best element in the profession resents borrowing expressions that belong to the stock of those who barter. This resentment is well expressed by the following gem from the pen of an eminent professor of philosophy:

#### HIGH SPOTS IN EVOLUTIVE EDUCATION

(Composed after reading current educational propaganda)

One hundred percent  
Put it across  
Get by with it  
  
Punch  
Pep  
Personality  
Project  
  
Motivize  
Supervize  
Americanize  
Vocationalize  
Citizenize  
Socialize

Individualize  
—ize!

Learning by doing  
Hand, not head  
Cash value brains

Motive  
Motor  
Motion  
Moron

Speed up  
Forward steps  
Evolutive Education  
Uplift  
God processes  
Spiritual planes

High spots  
School high spots  
Specific high spots

Sell the idea  
Sell your education  
Sell your institution  
Sell your man—  
Sell your soul!

Do you get me?

OLIVIA POUND

## CHOOSING A LIFE VOCATION

THE ninth grade had just finished a semester's work based on the topic *Choosing a Life Vocation*. They wished to share their knowledge by the presentation of a pageant program portraying phases of the various vocations they had studied.

### I. What the Students Did

- A. Clubs organized to prepare their parts for program, membership being based on pupil's choice of vocation.
- B. Clubs prepared their episodes by:
  1. Going on excursions to find:
    - a. Incident to portray
    - b. Illustrative material to show
  2. Rehearsing incident chosen
  3. Writing an introduction
  4. Collecting their properties
  5. Costuming their characters